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ABSTRACT

This study examined the academic and economic impact of a faculty strike at York University (Canada) on undergraduate students, as well as the relationship between problems created by, and student support for, the strike. During the fifth and sixth weeks of a strike by faculty and librarians at York University that lasted from March 20 to May 13, 1997, a total of 540 randomly selected full-time undergraduates were surveyed by telephone in regard to the strike. The results indicated that students experienced considerable academic hardship as a result of the strike. The overall economic impact was less severe, but still had a major impact on a minority of students (mainly by interfering with plans for summer employment). The data also indicated that 5.4% of students strongly supported the strike, 26.5% somewhat supported it, 22.4% were neutral, 20.2% were somewhat opposed, and 25.4% were strongly opposed to the strike. Independent of academic and economic problems, students who were supportive of unions in general were more inclined to support the strike than students who were opposed to unions. An appendix lists academic and economic concerns expressed by students. (Contains 13 references.) (MDM)

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Student Support for a Faculty Strike

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I would like to thank Georges Monette for helpful comments made on an earlier draft of this paper; however, the responsibility for any errors is mine alone. I am also grateful to Anne Oram for a reading of the final copy.

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Summary

From March 20 to May 13, 1997, faculty and librarians at York University went on a strike. A telephone survey of 540 undergraduates in the fifth and sixth weeks of the strike shows that the strike caused considerable academic and some economic hardship and that only a minority of students supported the strike. A regression analysis shows, however, that academic and economic hardship explain little of the variance in support for the strike. By contrast, attitudes toward unions in general are the best predictor of support.

Introduction

From March 20, to May 13, 1997, faculty and librarians at York University were on strike. As a result, the final examination period was extended well into the period during which students otherwise would have been employed in summer jobs. Moreover, until the end of the strike, students were unaware of how lost time would be made up, whether or not course requirements would change, and how they would balance commitments to courses and summer jobs.

The focus of this paper will be on two related issues: What was the academic and economic impact of the strike on undergraduate students at York? What is the relationship between the problems created by, and student support for, the strike? Preliminary answers to both questions will be provided by responses to a survey of York undergraduates carried out in the fifth and sixth weeks of the strike. Final answers will be available after the completion of a follow-up survey of the same students planned for October, 1997.

Background

Since 1976, 21 strikes have occurred in Canadian universities (Desjardins, 1997). The longest strike, that lasted four months, took place at Laval in 1976. The second longest took place at York University where faculty and librarians withdrew their services for seven weeks from March 20, to May 13, 1997. From the union's point of view strike issues at York included compensation, retirement benefits, class size, and the introduction of new educational technology. The principal issue so far as the administration was concerned was unavailability of resources to meet the union's demands. As a result of the strike, the academic year was extended well beyond the point at which many students would otherwise have been working in summer jobs.

The incidence of faculty strikes in Canada is far higher than in the United States. While the latter has approximately 65 times more four year degree granting colleges and universities than Canada, from 1966 to 1994 it had only about 3 times more faculty strikes, the majority of which occurred in public sector colleges and universities (Annunziato, 1994). Part of the explanation for this relatively low strike rate is that the incidence of faculty unionism in the United States is relatively low and in many states faculty strikes are illegal (Rees, Kumar, and Fisher, 1995).

In both Canada and the United States there is a dearth of published information on the dynamics of, and support for, faculty strikes and their impacts on students, faculty and librarians, and administrators. This caveat aside, a study of a 1988 faculty strike at the University of Saskatchewan found that married faculty, and those from single income families were more likely than others to vote against a strike (Ng, 1991). Those likely to vote in favour of the strike were drawn disproportionately (and paradoxically) from faculty who were satisfied with research facilities and who were loyal to the faculty association. Faculty opposed to the strike were satisfied with working conditions and the administration. Surprisingly, beliefs about unions did not affect faculty members' inclinations to vote for a strike.

Two studies of a 1990 faculty strike at Temple University in the United States contribute further to an understanding of support for a faculty strike. In one study (McClendon and Klass, 1993), the focus was on three types of militancy: voting to continue the strike; voting to defy a court

return to work order; and picketing and other activities associated with the strike. Whereas confrontational types of militancy (defying the court injunction and picketing etc.) were related to social support from other faculty and commitment to the union, these factors did not explain voting to continue the strike. Factors such as job dissatisfaction and a perceived instrumentality of strike action were more important in this regard.

In a second study the same authors examine the characteristics of faculty who crossed the picket line during the Temple University strike. Not surprisingly, they found that faculty were likely to cross the picket line if they were satisfied with the administration; were not committed to the union; if the costs to them of the strike were high; and if there were low departmental support for the strike (Klass and McClendon, 1995).

While no published studies of the impact of faculty strikes in Canada on pay and working conditions could be found, Rees, Kumar and Fisher (1995) show that for the period 1972 to 1991, overall, faculty unionization *per se* accounted for a 2.6% increase in compensation. The impact, however, was differential. At doctoral institutions unionization was associated with a 6% salary premium. Universities with 'special plan agreements' (i.e. they were not formally unionized but had reached agreement on procedures regarding dispute resolution and salary negotiations) had salaries 4% higher than would have been expected. In addition, in unionized universities, compensation attributed to unionization varied by rank: in descending order, increases in the salaries of professors, associate professors, and other ranks could be attributed to the effects of a union. At special plan universities the greatest increase in salaries were realized by faculty below the assistant professor rank. In the United States, the impact of unionization on faculty salaries has been lower than in Canada.

As pointed out by Fredman and Morris (1989), in a public sector strike, the strategy of unions is to generate third-party pressure for management to settle. In a university context, the third party most affected by, and most likely to react to, a strike is students. The greater the strike generated hardship for this group, the greater the pressure on the administration to bring the strike to a conclusion. As a result, from a union's point of view, a strike is likely to be most effective at points in the year when it can cause the greatest inconvenience for students.

While there is little published research on the dynamics of faculty strikes and their impacts on faculty, there is even less on the implications of faculty strikes for students. In fact, a general literature search turned up only one published examination of the impact of a faculty strike on students.

After a strike at Dalhousie University in 1988, Amos, Day and Power (1993), in a retrospective study, approached 187 students at 20 different locations on campus and asked them to complete a questionnaire on various aspects of the strike. Although this methodology, and the small sample size, limits the extent to which generalizations can be made to Dalhousie's student body, the study does provide some tentative insights into student reaction to the strike.

Among findings of interest are: a. although only a few classes were continued, few students avoided classes to show support for the strike; b. students reported slight negative emotional and academic effects of the strike; c. after the strike 85% of students had to make up for material 'missed' in their classes; d. while the strike engendered some negative feelings toward faculty in general, students were not negative toward their own professors; e. there was an increase in

negative views toward the university; f. opinions of the university had only weak correlations with the emotional and academic effects of the strike. From the results of 31 interviews carried out 18 months after the strike, the authors conclude that in the intervening months students' negative opinions of the university had returned to their pre-strike levels.

While the Dalhousie study provides some (albeit, non-systematic) information on the impact of the strike on students, it does not address the question of who among students are likely to support a work stoppage by faculty and librarians; however, some general research on student support for unions is of assistance here. Overall, in examinations of primarily university based youth, it has been found that general attitudes toward unions are the best predictors of willingness to join a union. Such attitudes have been linked to positive parental attitudes toward unions and parental participation in union activities (Barling, Kelloway, and Bremermann, 1991; Barling, Fullagar, and Kelloway, 1992; Kelloway and Watts, 1994; Kelloway, Barling, and Agar, 1996).

While studies such as these are helpful in providing a perspective for the current study, they do not deal with attitudes toward strikes and were not carried out in settings in which students were experiencing the effects of a strike. As a result, we do not know if a general relationship between positive attitudes towards unions and willingness to join a union would also imply support for strikes, particularly in situations in which students were feeling the negative consequences of the strike.

Fortunately, on the basis of the first survey carried out on the impact of the strike on York undergraduates it is possible to both assess the impact of the strike on students and to examine the relationship between problems caused by, and support for, the strike. Once the results of the follow-up study are collected, it will be possible to determine if attitudes toward unions held during the strike, as well as support for the strike, are connected to parents' attitudes toward, and/or behaviour within, unions.

The Sample

During the fifth and sixth weeks of the 1997 strike of the York University Faculty Association (YUFA), the Institute for Social Research at York University carried out a telephone survey with 540 randomly selected full-time undergraduate students in the faculties of Arts, Fine Arts, Environmental Studies, Pure and Applied Science, Education, the Schulich School of Business, and Glendon College. (Only 21 students refused to participate in the study.) A sample of this size is accurate within 4.2 percentage points nineteen times out of twenty. All interviews were carried out by York students working part-time at the Institute. Also, most of the questions asked in the survey were suggested in focus groups with York students in which the objective was to determine the ways in which the strike had affected students' lives.

The total number of full-time undergraduate students enrolled in the faculties from which the sample was taken was 19,287. Those not included in the study were enrolled at Atkinson College (the evening part-time operation of York University), Osgoode Law School, and in the Faculty of Graduate Studies. In essence, the survey focussed on typical full-time undergraduate students at York University.

York's Students

In the main, York's students do not come from wealthy families. As in other surveys carried out with York students, in this study, 15% reported parental incomes of $26,000 or less. A further 32% gave estimates between $26,001 and $50,000. In essence, a minimum of 47% of students came from families in which the average family income was below the provincial average. Forty three percent reported parental incomes between $50,001 and $100,000. Only 10% came from families with incomes over $100,000. Seventy seven percent of students lived at home with their parents.

Table 1: Academic Concerns Caused by Strike by Gender

	Columns		
	Respondent's Gender		Group
Concerns	Male	Female	Total
Not Knowing When Strike Would End*	72.5%	76.7%	75.1%
	150	254	404
Assignments Might Change	58.9%	61.4%	60.5%
	122	204	326
Careless Grading By Faculty*	33.8%	41.2%	38.4%
	69	136	205
Forget Course Material	55.3%	60.5%	58.5%
	115	201	316
Get Required Marks For Programs	44.2%	45.8%	45.1%
	91	151	242
Self-Confidence Negatively Affected	14.6%	17.4%	16.3%
	30	56	86
Required Materials Not Covered	34.5%	36.9%	35.9%
	71	122	193
Marks Unavailable For Jobs	8.9%	10.8%	10.1%
	18	36	54
Marks Unavailable For Other Schools	7.7%	12.5%	10.6%
	16	41	57
Interfere Summer School	32.7%	35.6%	34.5%
	68	117	185
Interfere Graduation	10.1%	15.4%	13.4%
	21	51	72

*Chi-square sig. LE .05

Thirty eight percent of survey respondents were male and 62% were female. Administrative records indicate a similar gender distribution for the population from which the sample was selected. Also, administrative records show that the proportions of students in the survey coming from various faculties are comparable to the proportions in the total population. In essence, approximately 65% are from the Faculty of Arts, 10% from Pure and Applied Science, 7% from Fine Arts, and the remainder from other faculties.

Academic Impact of Strike

The potential impact of the strike on students was divided into its academic and economic components. In order to address the former, students were asked a number of questions in the following format: "Are you concerned that the nature of assignments and tests or exams might change because of class time lost in the strike?" If students answered 'yes', they were then asked: "Is this a minor concern, a medium sized concern, or a major concern for you?" When scores were developed for correlations and regression analysis, a score of 0 was applied if the student responded 'no' (i.e. that he or she was not concerned with the issue raised in the question). If the response was 'yes', and the student replied that the issue was a minor concern, a score of 1 was given. Scores of 2 and 3 were awarded for expressions of medium and major concern respectively.

The academic matters that students were asked about are listed in the left-hand column of Table 1. *In this table, only the number who responded that the issue was a major concern are shown.* Other categories can be found in Table A1 in Appendix 1.

When viewed in descending order, table data show that the most serious problem created by the strike, noted as a major concern by 75.1% of all students, was simply not knowing when the strike would end. Slightly more female, 76.7%, than male students, 72.5%, were concerned with this matter. The possibility that the nature of assignments might change was a major concern to 60.5% of students. 58.5% had a major concern that they might forget important material before they had the opportunity to complete their courses. The related concern of not being able to earn sufficient marks to get, or stay, in a particular course of studies was identified as a major concern by 45.1% of students. Potential careless grading by faculty after the strike was a major concern for 38.4% of survey respondents. For this item, however, female students, 41.2%, were more concerned than male students, 33.8%. 35.9% of students had the major concern that important materials might not be covered in courses because of the time lost through the strike. The possibility that the strike might interfere with plans for summer school was a major concern to 34.5% of all students. 16.3% of students had a major concern that their academic self-confidence was negatively affected by the strike. 13.4%, had as a major concern the possibility that the strike would interfere with graduation plans. This figure likely represents a high proportion of students who were about to finish their studies. The possibility that marks would be unavailable for other schools and potential jobs were major concerns respectively to 10.6% and 10.1% of students.[1]

Economic Impact of the Strike

The financial impact of the strike was assessed by a series of questions similar in format to those used to measure academic impact. The items dealt with in such questions are listed in the left-hand column of Table 2. As in Table 1, only the numbers stating that the issue was a *major* concern are presented in the table. Information for all response categories can be found in Table

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[1]With regard to the data in Table 1, unless there were an a priori reason to expect gender related differences, there is a high probability that out of 11 comparisons two would be statistically significant by chance.

Table 2: Economic Concerns Caused by Strike by Gender

	Respondent's Gender		Group Total
	Male	Female	
Interfere FT Job	5.3%	5.1%	5.2%
	11	17	28
Interfere Summer Job	34.8%	38.1%	36.8%
	72	126	198
Cost Additional Rent	6.7%	5.1%	5.8%
	14	17	31
Cost Additional Food*	10.6%	6.0%	7.8%
	22	20	42
Lease Problems	1.9%	1.8%	1.9%
	4	6	10
Non-Refundable Travel Home	3.4%	2.7%	3.0%
	7	9	16
Interfere PT Job	10.2%	16.9%	14.3%
	21	56	77

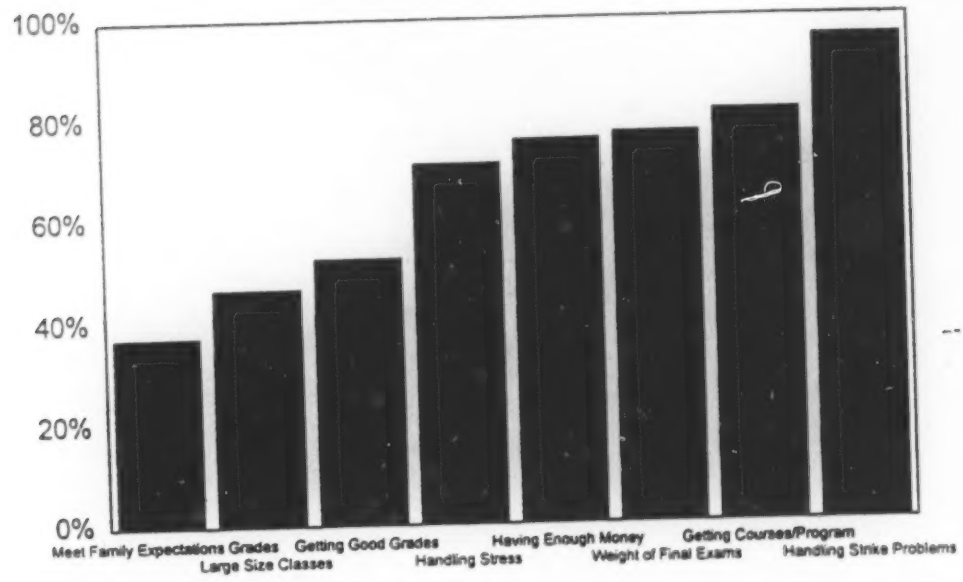
*Chi-square sig. LE .05

A2 in Appendix 1.

From the table it is evident that the economic problems created by the strike were less serious than academic problems examined above. The most serious economic problem created for students by the strike was the possibility that the strike was interfering, or would interfere, with their plans for a summer job. Overall, 36.8% of students described this possibility as a major concern. The next most important problem, identified as a serious concern by 14.3% of students, was interference of the strike with part-time jobs held at the time of the survey. The cost of additional food was a major concern to 7.8% of students. The cost of food, however, was a major concern for 10.6% of male compared to 6.0% of females. 5.8% saw the cost of additional rent as a major concern. Interference of the strike with a potential full-time job was identified as a major concern by 5.2% of survey respondents. For 3.0% the possibility of losses associated with the inability to get refunds for bus, train, or air plane tickets that had to be cancelled because of the extension of the term was viewed as a major concern. Finally, 1.9% of students identified lease related problems as a major concern.

As noted earlier, the vast majority of York students live at home with parents. As a result, for most, the costs associated with food and lodging were unaffected by the strike. As shown elsewhere, however, approximately 15% of students stated that they had to get additional money to deal with additional expenses associated with the strike and that the most frequent source of these funds were parents. Leaving aside potential losses associated with shortened summer jobs, at the time of the survey the total cost of the strike to York students was approximately $1.6

Graph 1: Issues Rated Problematic by Students



million (Grayson, 1997:4).[2]

Strike Problems in Perspective

In order to evaluate the magnitude of the academic and economic impacts of the strike on students, survey respondents were asked a number of questions in which they were required to state on a five point scale, where 1 meant not at all problematic and 5 meant very problematic, how problematic various aspects of their lives had been over the previous academic year. For display purposes in Graph 1 'somewhat problematic' and 'very problematic' answers have been combined.

Over the academic year, doing well enough to satisfy the grade expectations of family was the least problematic issue of those shown on the graph: 38% of students reported this as a problem. The large size of some classes was seen as a problem by 47% of students and getting good grades was problematic for 53%. Seventy two percent reported that handling stress had been a problem. Having enough money to meet expenses was a difficulty for 75%. The large amount of weight given to final exams in some courses was reported as a problem by 77% of survey respondents. Being able to get into desired courses or programs was problematic for 82%.

Most importantly, handling problems caused by the strike was reported as problematic by 96% of students! In essence, the conflict was the most problematic event of the students' year and far

[2]As in Table 1, there is a high probability that out of 7 gender related comparisons in Table 2, one would be statistically significant by chance.

outweighed concerns with issues like class size and getting good grades. To see whether this perception was a product of students actually being in the midst of the strike at the time of the survey, the same questions on problems experienced by students will be asked in the follow-up survey.

Support for the Strike

In order to assess the degree of support for the strike, students were asked: "How do you feel about the strike? Would you say that you strongly support the strike, somewhat support the strike, somewhat oppose the strike, strongly oppose the strike, or are you neutral about it." In reply 5.4% of students stated that they strongly supported the strike, 26.5% somewhat supported it, 22.4% were neutral, 20.2% were somewhat opposed, and 25.4% were strongly opposed to the strike. In essence, if categories are combined, 31.9% supported the strike, 22.4% were neutral, and 45.6% opposed the strike. By comparison, 42.2% supported unions in general, 30.9% were neutral, and 27.0% were opposed to unions in general.

While support for the strike did not vary at a statistically significant level with parental income, gender, and year of study, as seen from Table 3, when categories of support were collapsed for methodological reasons into 'support', 'neutral', and 'oppose', there was a statistically significant relationship between faculty of enrollment and support for the strike.[3] Although the numbers in some cells of the table are small, it seems clear that greatest support for the strike (66.7% support) came from students in the Faculty of Education. Depending upon one's perspective, this finding can be explained by the fact that students in this faculty hope to enter a profession that is unionized or the possibility that Education students have the best appreciation of the issues involved in the strike.

It is not surprising that only 22.7% of students in the Schulich School of Business (SSB) supported the strike. Indeed, in this faculty, classes and exams were held throughout the strike.

It was not expected that so few students from Glendon College, only 25.0%, would support the strike. As this college is small and is in a different location than other York faculties, it might have been expected that there would have been a relatively close alliance between faculty and students. Still, the lack of support by Glendon students is consistent with the fact that they were the only ones to mobilize against the strike in a one day protest in which they prevented both faculty and administrators from entering their campus.

When correlations were run between the measures of the academic impact of the strike as summarised in Table 1 (0 means no problem and 3 means major problem, as discussed earlier) and support for the strike collapsed into three categories for methodological reasons (support, neutral, and oppose), the correlations statistically significant at the .05 level and their magnitudes are as follows: not knowing when the strike would end, .20; concern that assignments might change, .10; concern with careless grading by faculty, .11; fearing that course material would be

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[3]Although differences did not attain an acceptable level of statistical significance, it is interesting to note that support for unions in general (53.8%) was highest for students with family incomes between $50,001 and $75,000. The next highest level of support (46.8%) was from those in the highest income category, i.e. over $100,000! The lowest levels of support came from students in the $26,001 to $50,000 (37.3%) and LE $26,000 (39.3%) groups.

forgotten, .14; concern that marks might not be sufficient because of the strike to get into, or stay in, a desired program, .14; believing that academic self-confidence had been negatively affected, .17; and fearing that because of the strike important materials might not be covered, .09. While statistically significant, the correlations for these items are small.

When correlations were calculated between measures of the economic impact of the strike as described in Table 2 and support for the strike, correlations with assessments that the strike interfered with both part-time jobs and with plans for a summer job, .12 and .09 respectively, were statistically significant at the .05 level. Paradoxically, fearing that the strike would interfere with plans for a full-time job varied inversely with support for the strike (-.10): the more concern students had that the strike would upset plans for a full-time job, the more they supported the strike. Overall, most of the economic impact measures do not correlate with support for the strike and the statistically significant correlations are weak.

Table 3: Support for the Strike by Faculty

		Support for Strike			Group Total
		Support	Neutral	Oppose	
Faculty	Science	16.4%	29.1%	54.5%	100.0%
		9	16	30	55
	SSB	22.7%	27.3%	50.0%	100.0%
		5	6	11	22
	Glendon	25.0%	18.8%	56.3%	100.0%
		8	6	18	32
	Fine Arts	40.0%	28.6%	31.4%	100.0%
		14	10	11	35
	Environmental Studies	41.7%	16.7%	41.7%	100.0%
		5	2	5	12
	Education	66.7%	26.7%	6.7%	100.0%
		10	4	1	15
	Arts	33.0%	20.9%	46.2%	100.0%
		120	76	168	364
Group Total		32.0%	22.4%	45.6%	100.0%
		171	120	244	535

Chi-square sig. LE .05

As it made theoretical sense, the seven measures of academic impact with statistically significant correlations with support for the strike were summed into an overall measure called 'academic impact index' (alpha=.73). An 'economic impact index' was created by summing the scores for measures of believing that the strike interfered with both part-time jobs and plans for summer jobs. Unfortunately, alpha for these two measures was only .59 (it had been a lower .42 with the third variable, interference with plans for a full-time job, included). The correlations between the academic and economic effect indices were a statistically significant .38 and correlations between the academic and economic impact indices with support for the strike were .20 and .12 respectively (each was statistically significant).

By comparison with the rather weak correlations between the academic and economic impact

indices and support for the strike, the correlation between support for unions in general and support for the YUFA strike was a relatively large and statistically significant .42.

A regression analysis was carried out in order to assess the relative impacts of academic and economic hardship, faculty of enrolment (Faculty of Arts as the reference category), and attitude

Table 4: Regression Analysis for Support of Strike [a]

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.23	.14		8.89	.00
Academic Effect Score	-.15	.05	-.12	-2.86	.00
Economic Effect Score	-.05	.04	-.06	-1.34	.18
Science	-.19	.12	-.06	-1.54	.12
SSB	-.09	.18	-.02	-.50	.62
Glendon	-.22	.14	-.06	-1.54	.12
Fine Arts	.16	.14	.05	1.19	.23
ES	-.08	.24	-.01	-.32	.75
Education	.48	.21	.09	2.27	.02
Support for Unions in General	.46	.04	.43	10.86	.00

a. Dependent Variable: Support for Strike

toward unions in general (1=oppose, 2=neutral, 3=support) with support for the strike at York (1=oppose, 2=neutral, 3=support). The results are presented in Table 4 (with listwise deletion total cases = 499).

As can be seen from the table, only the academic effect score, being enrolled in the Faculty of Education, and support for unions in general had statistically significant relationships to support for the York strike. With a beta of .43 the impact of attitudes toward unions in general on support for the strike was far greater than that of academic effect and being in the Faculty of Education with betas of -.15 and .09 respectively. In essence, students for whom the strike caused many academic problems were slightly less likely to support the strike than those with few academic problems. Students in education were slightly more likely than those in other faculties to support the strike. By comparison, independent of both academic problems caused by the strike and faculty of enrolment, students who are favourably disposed to unions in general are considerably more likely than others to support the strike. In other words, if a student were favourably disposed to unions, even experiencing considerable academic problems caused by the strike would be unlikely to lead him or her to oppose the strike. This is particularly true for students in the Faculty of Education. What can be viewed as socialization variables are far more important in explaining support for the strike than situational variables.

An examination of the change in R-square for the variables in the equation is another way of examining the importance of each. If only the academic effect score is in the equation 2.7% of the variance in support for the strike is explained. With the inclusion of the economic effect

score the explained variance remains at 2.7%. With the inclusion as a block of the faculty of enrolment variables the amount of explained variance increases to 5.9%. After the inclusion of support for unions in general, however, the amount of variance explained increases to 22.8%.

Conclusion

As noted in the Introduction, the objective of the current paper is to examine the academic and economic impact of the strike on students and to look at the relationship between such problems and support for the strike. While there was little existing research to guide the analysis of the academic and economic impacts of the strike on students, there was reason to believe that general attitudes toward unions may have an impact on support for the strike at York.

An examination of survey data indicates that students experienced considerable academic hardship as a result of the strike. The overall economic impact was somewhat less severe (but it still had a major impact on a minority of students). In only a few instances did the academic and economic impacts vary by gender. Overall, however, problems associated with the strike were far more frequent than problems caused by large classes, problems with money, and so on over the course of the academic year. The data also show that only a minority of students supported the strike.

The lack of support for the strike, however, is best explained not by the academic and economic problems it caused, but by York undergraduates' attitudes toward unions in general. Independent of academic and economic problems, students who were supportive of unions in general were more inclined to support the York strike than students who in general were opposed to unions. This is particularly true of students in the Faculty of Education, likely because they anticipate working in a highly unionized profession upon graduation, or because they had a better understanding of the issues, depending on your perspective.

While a proposed follow-up survey will examine students' experiences in the immediate wake of the strike, more importantly, it will also facilitate an examination of the degree to which students' attitudes toward unions are related to socialization they may have received in their families while growing up. Also, by holding possible prior socialization constant, it may be possible to make some tentative suggestions regarding the impact of enrolment in various faculties on attitudes toward unions.

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Appendix I

Table A1: Academic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Not Knowing When Strike Would End*	No Concern	6.3%	2.1%	3.7%
		13	7	20
	Minor Concern	7.7%	4.2%	5.6%
		16	14	30
	Medium Concern	13.5%	16.9%	15.6%
		28	56	84
	Major Concern	72.5%	76.7%	75.1%
		150	254	404
Group Total		100.0%	100.0%	100.0%
		207	331	538
Assignments Might Change	No Concern	15.5%	11.7%	13.2%
		32	39	71
	Minor Concern	7.2%	5.7%	6.3%
		15	19	34
	Medium Concern	18.4%	21.1%	20.0%
		38	70	108
	Major Concern	58.9%	61.4%	60.5%
		122	204	326
Group Total		100.0%	100.0%	100.0%
		207	332	539
Careless Grading By Faculty*	No Concern	35.8%	25.2%	29.2%
		73	83	156
	Minor Concern	11.3%	6.7%	8.4%
		23	22	45
	Medium Concern	19.1%	27.0%	24.0%
		39	89	128
	Major Concern	33.8%	41.2%	38.4%
		69	136	205
Group Total		100.0%	100.0%	100.0%
		204	330	534
Forget Course Material	No Concern	24.0%	21.7%	22.6%
		50	72	122
	Minor Concern	6.7%	6.6%	6.7%
		14	22	36
	Medium Concern	13.9%	11.1%	12.2%
		29	37	66
	Major Concern	55.3%	60.5%	58.5%
		115	201	316
Group Total		100.0%	100.0%	100.0%
		208	332	540
Get Required Marks For Programs	No Concern	37.9%	33.9%	35.4%
		78	112	190
	Minor Concern	4.9%	5.8%	5.4%

Table A1: Academic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Get Required Marks For Programs	Minor Concern	10	19	29
		13.1%	14.5%	14.0%
	Medium Concern	27	48	75
		44.2%	45.8%	45.1%
	Major Concern	91	151	242
		100.0%	100.0%	100.0%
Group Total		206	330	536
Self-Confidence Negatively Affected	No Concern	62.9%	58.3%	60.1%
		129	187	316
	Minor Concern	5.4%	2.2%	3.4%
		11	7	18
	Medium Concern	17.1%	22.1%	20.2%
		35	71	106
	Major Concern	14.6%	17.4%	16.3%
		30	56	86
Group Total		100.0%	100.0%	100.0%
		205	321	526
Required Materials Not Covered	No Concern	33.0%	26.0%	28.7%
		68	86	154
	Minor Concern	9.2%	6.3%	7.4%
		19	21	40
	Medium Concern	23.3%	30.8%	27.9%
		48	102	150
	Major Concern	34.5%	36.9%	35.9%
		71	122	193
Group Total		100.0%	100.0%	100.0%
		206	331	537
Marks Unavailable For Jobs	No Concern	87.2%	84.9%	85.8%
		177	282	459
	Minor Concern	1.0%	.6%	.7%
		2	2	4
	Medium Concern	3.0%	3.6%	3.4%
		6	12	18
	Major Concern	8.9%	10.8%	10.1%
		18	36	54
Group Total		100.0%	100.0%	100.0%
		203	332	535
Marks Unavailable For Other Schools	No Concern	91.3%	85.4%	87.7%
		190	280	470
	Minor Concern	.5%	.6%	.6%
		1	2	3
	Medium Concern	.5%	1.5%	1.1%
		1	5	6

Table A1: Academic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Marks Unavailable For Other Schools	Major Concern	7.7%	12.5%	10.6%
		16	41	57
Group Total		100.0%	100.0%	100.0%
		208	328	536
Interfere Summer School	No Concern	63.0%	56.2%	58.8%
		131	185	316
	Minor Concern	1.0%	1.2%	1.1%
		2	4	6
	Medium Concern	3.4%	7.0%	5.6%
		7	23	30
	Major Concern	32.7%	35.6%	34.5%
		68	117	185
Group Total		100.0%	100.0%	100.0%
		208	329	537
Interfere Graduation	No Concern	84.6%	81.0%	82.4%
		176	268	444
	Minor Concern	1.9%	1.2%	1.5%
		4	4	8
	Medium Concern	3.4%	2.4%	2.8%
		7	8	15
	Major Concern	10.1%	15.4%	13.4%
		21	51	72
Group Total		100.0%	100.0%	100.0%
		208	331	539

*Chi-square sig. LE .05

Table A2: Economic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Interfere FT Job	No Concern	94.2%	93.1%	93.5%
		195	309	504
	Minor Concern		.3%	.2%
			1	1
	Medium Concern	.5%	1.5%	1.1%
		1	5	6
	Major Concern	5.3%	5.1%	5.2%
		11	17	28
Group Total		100.0%	100.0%	100.0%
		207	332	539
Interfere Summer Job	No Concern	40.6%	37.2%	38.5%
		84	123	207
	Minor Concern	5.3%	3.6%	4.3%

Table A2: Economic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Interfere Summer Job	Minor Concern	11	12	23
		19.3%	21.1%	20.4%
	Medium Concern	40	70	110
		34.8%	38.1%	36.8%
	Major Concern	72	126	198
		100.0%	100.0%	100.0%
Group Total		207	331	538
		92.8%	92.7%	92.8%
Cost Additional Rent	No Concern	193	307	500
		.5%		.2%
	Minor Concern	1		1
			2.1%	1.3%
	Medium Concern		7	7
		6.7%	5.1%	5.8%
	Major Concern	14	17	31
		100.0%	100.0%	100.0%
Group Total		208	331	539
		83.6%	82.5%	82.9%
Cost Additional Food*	No Concern	173	273	446
		3.4%	2.7%	3.0%
	Minor Concern	7	9	16
		2.4%	8.8%	6.3%
	Medium Concern	5	29	34
		10.6%	6.0%	7.8%
	Major Concern	22	20	42
		100.0%	100.0%	100.0%
Group Total		207	331	538
		96.6%	95.8%	96.1%
Lease Problems	No Concern	201	317	518
			.3%	.2%
	Minor Concern		1	1
		1.4%	2.1%	1.9%
	Medium Concern	3	7	10
		1.9%	1.8%	1.9%
	Major Concern	4	6	10
		100.0%	100.0%	100.0%
Group Total		208	331	539
		93.3%	92.4%	92.8%
Non-Refundable Travel Home	No Concern	194	306	500
			.6%	.4%
	Minor Concern		2	2
		3.4%	4.2%	3.9%
	Medium Concern	7	14	21

Table A2: Economic Concerns Caused by Strike by Gender

		Respondent's Gender		Group Total
		Male	Female	
Non-Refundable Travel Home	Major Concern	3.4%	2.7%	3.0%
		7	9	16
Group Total		100.0%	100.0%	100.0%
		208	331	539
Interfere PT Job	No Concern	72.8%	69.8%	70.9%
		150	231	381
	Minor Concern	5.8%	4.8%	5.2%
		12	16	28
	Medium Concern	11.2%	8.5%	9.5%
		23	28	51
	Major Concern	10.2%	16.9%	14.3%
		21	56	77
Group Total		100.0%	100.0%	100.0%
		206	331	537

*Chi-square sig. LE .05